



# CULTURE OF HONOUR

## THE MARK OF A LEADER

A Comprehensive Manual to Manners, Conduct, and  
Etiquette at Kingdom Culture Christian School

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# PURPOSE OF THE MANUAL

In line with the School's motto of "Raising Tomorrow's Leaders", the Culture of Honour manual serves as a comprehensive guide outlining the expectations of student behaviour and conduct at Kingdom Culture Christian School. A Culture of Honour promotes a harmonious and inclusive atmosphere that enhances learning, personal growth, social interactions, and a sense of honour in all aspects of life. It encourages students to demonstrate respect for themselves, their peers, teachers, and the wider community. By adhering to the principles outlined in this manual, students will contribute to the development of a positive school culture that reflects the values of Kingdom Culture Christian School and will develop themselves to be outstanding, likeable, influential and inspiring leaders of society.

# 7 DIMENSIONS OF A CULTURE OF HONOUR

## 1. HONOURING GOD:

- a) Recognise God as the ultimate authority: Acknowledge God's sovereignty and align our actions with His will. (Proverbs 3:5-6)
- b) Develop a personal relationship with God through prayer and worship. Be diligent in studying God's word and let it shape our whole life and purpose. (2 Timothy 3:16-17)
- c) Represent God positively as His children through our words, thoughts and actions. Give our very best effort in everything that we do. As if we are doing it for God, not for people or even for ourselves. (Colossians 3:23)

## 2. HONOURING TEACHERS:

- a) Demonstrate active listening and follow instructions promptly, showing respect for the teachers' expertise and authority. (Proverbs 1:8-9)
- b) Address teachers with appropriate titles such as Mr., Mrs., or Miss, followed by their last name, as a sign of respect and recognition of their position. (1 Timothy 5:17)
- c) Acknowledge and appreciate the hard work and dedication of your teachers by expressing gratitude for their efforts through thank-you notes, kind gestures, or words of encouragement. Foster a culture of gratitude. (1 Thessalonians 5:12-13)

## 3. HONOURING THOSE IN AUTHORITY:

- a) Respect and comply with the decisions and directions of our school and community leaders, recognising the importance of orderly and respectful conduct. (Hebrews 13:17)
- b) Demonstrate respect for authority among all members of the school community, including teachers, administrators, support staff, and fellow students. This includes following instructions, addressing others politely, and acknowledging authority figures appropriately. (Romans 13:1)
- c) Provide encouragement and support to those in authority or those with delegated authority, recognising their efforts and offering assistance when needed. (1 Thessalonians 5:11)

## **4. HONOURING PARENTS:**

- a) Recognise the authority of our parents and willingly obey their instructions, following their guidance and demonstrating respect for their wisdom. (Ephesians 6:1-3)
- b) Use respectful and polite language when addressing our parents and speak positively about them in conversations, showing gratitude for their love and care. (Exodus 20:12)
- c) Express appreciation for our parents' sacrifice, care, and guidance, recognising the importance of their role in our lives. (Proverbs 23:22)

## **5. HONOURING OLDER PEOPLE:**

- a) Demonstrate respect and kindness towards older individuals, recognising the value of their experiences and wisdom. (Leviticus 19:32)
- b) Be observant and ready to assist older individuals when they require help, displaying empathy and compassion. (Matthew 25:40)
- c) Actively listen and learn from the wisdom and experiences of older people, valuing their insights. (Job 12:12)

## **6. HONOURING OTHERS:**

- a) Actively demonstrate kindness, empathy, sensitivity towards the feelings and compassion towards their peers, treating them as they would like to be treated. (Matthew 7:12)
- b) Use polite language, good manners, and respectful gestures, fostering a positive and harmonious environment. (Colossians 4:6)
- c) Resolve conflicts through peaceful means, seeking understanding and reconciliation with others. Engaging in physical altercations or aggressive behaviour is not tolerated. (Ephesians 4:32)

## **7. HONOURING SELF:**

- a) Develop self-discipline, integrity, and a positive attitude, reflecting the character of Christ. (Galatians 5:22-23)
- b) Uphold high ethical standards, practising honesty and integrity in our academic work, personal relationships, and daily activities. (Colossians 3:17)
- c) Value truthfulness, take responsibility for our actions, and refrain from engaging in dishonest behaviours such as cheating or plagiarism. (Ephesians 4:25)

# PRACTISING A CULTURE OF HONOUR

## 1. KCCS CHANT AND UNIFORM

### 1.1 CALLING TO ATTENTION: “ATTEN-CHUN”

When calling fellow students to attention, it is important to adopt a commanding tone of voice that conveys authority and seriousness. Begin by standing tall and erect, with shoulders back and chest lifted. Take a deep breath to project your voice and ensure your words carry across the room or outdoor space. Use a clear and firm volume, loud enough to be heard by everyone but not shouting. Speak with a sense of purpose and confidence, emphasising each word and enunciating clearly. Maintain a calm and composed demeanour, avoiding any unnecessary movements or distractions. Make eye contact with the individuals you are addressing, ensuring they feel the weight of your authority and the importance of the situation. Through your tone, posture, and overall presence, exude a commanding aura that compels your fellow students to snap to attention and give their full focus.

Call to attention: “Leaders....” (call in an ascending tone, then wait for 2 seconds). “Atten-Chun!” (sustain the first part longer, then snap into a loud “Chun”)

Students must stop what they are doing, face the person commanding, establish eye contact, and respond with loud “Hut!”.

When students are called to attention, they are expected to display a posture that reflects discipline and respect, akin to the military. They stand tall with their feet together, arms hanging naturally by their sides, and chest lifted with shoulders back, promoting an erect and confident stance. Their gaze is fixed straight ahead, establishing eye contact with the person commanding attention is essential, demonstrating attentiveness and readiness to receive instructions. The overall demeanour should exude attentiveness, composure, and a willingness to comply with orders.

### 1.2 KCCS CHANT

When reciting the school chant, students should channel their inner passion and unleash it with the intensity of a war cry, reminiscent of the Polynesian haka. Stand in a strong and grounded posture, feet shoulder-width apart. As the chant begins, let the energy surge through your body, igniting your voice and gestures. Infuse each word with conviction and power, projecting them loudly and fiercely.

Engage your facial expressions, contorting them into fierce determination and focus. Move your arms and hands purposefully according to the set movements, synchronised with the rhythm of the chant, expressing unity and strength. Allow your entire being to embody the spirit of the chant, forging a connection with your fellow students in a victorious spirit. It is important to finish in a crescendo, reaching the highest point in a progressive increase of intensity. Let the sound reverberate through the halls or outdoor space, creating an atmosphere of unwavering determination and pride. With each recitation, unleash your fervour and devotion, turning the school chant into a rallying cry that inspires and unites all who hear it.

Designated Leader: "Leaders, Atten-Chun!"

Students: "Hut!"

Designated Leader: "Leaders, number one"

Students: "I am a leader"

Designated Leader: "Leaders, number two"

Students: "You are a leader"

Designated Leader: "Leaders, number three"

Students: "God is my Leader"

Designated Leader: "Leaders, number four"

Students: "One, two, three, four. K-C-C-S Hoo Haa.

I am a nation changer. I am a history maker.

K-C-C-S Hoo Haa. All things are possible. We are unstoppable!"

### **1.3 SET MOVEMENTS FOR THE KCCS CHANT**

Designated Leader: "Leaders, Atten-Chun!"

Students: "Hut!" (stomp right leg to the ground, feet together)

Designated Leader: "Leaders, number one"

Students: "I am a leader" (point both thumbs to chest 3 times)

Designated Leader: "Leaders, number two"

Students: "You are a leader" (point both forefingers to a friend 3 times)

Designated Leader: "Leaders, number three"

Students: "God is my Leader" (point both forefingers upwards 3 times)



Designated Leader: "Leaders, number four"

Students:

"One, two, three, four. (use right hand to count by showing forefinger, then add the middle finger, then add the ring finger, then add the pinky)

K-C-C-S (both fist clenched, start with left first, then right, left, right, like banging the door)

Hoo Haa. (lift up left arm with open hand, then lift up right hand with open hand, like in cheerleading)

I am a nation changer. I am a history maker. (follow the rhythm and both thumbs pointing to the chest 8 times)

K-C-C-S (both fist clenched, start with left first, then right, left, right, like banging the door)

Hoo Haa. (lift up left arm with open hand, then lift up right hand with open hand, like a cheerleader)

All things are possible. We are unstoppable!" (follow the rhythm and both thumbs pointing to the chest 7 times, then end with both hands up in the air with open hands shaking them and slowly bringing them down, like in cheerleading)

## **1.4 UNIFORM**

Adhering to the school uniform policy, students should wear their uniforms with meticulous accuracy and attention to detail. Shirts should always be neatly ironed, free from wrinkles, and tucked in securely. The ties should be properly knotted, positioned at an appropriate length, and aligned with the collar. Skirts are to be worn at knee length. When travelling to and from school, students are expected to wear their school blazers, symbolising a sense of identity and unity within the institution. The blazers should be worn with pride, ensuring they are clean, well-fitted, and properly buttoned. However, on designated sports days, students may wear their sports uniforms in place of the formal school uniform. In upholding these standards, students project a sense of discipline, respect, and professionalism, embodying the values and ethos of the school community.

## **2. COURTESY AND POLITENESS**

Students should embrace and practice courtesy and politeness as a fundamental aspect of their interactions with everyone they encounter. They should treat their peers with kindness and respect, fostering an inclusive and supportive environment. When engaging with teachers and staff, students should display attentiveness, active listening, and gratitude for their guidance and knowledge. Respect towards school leaders demonstrates an understanding of their authority and the importance of their decisions. Students should extend courtesy to parents, recognising their role in their education and expressing appreciation for their support. Even when encountering strangers, students should demonstrate politeness through simple acts of kindness, such as holding doors or offering a friendly greeting. By consistently practising these qualities of courtesy and politeness, students cultivate a culture of respect, empathy, and consideration, fostering positive relationships and contributing to a harmonious and supportive community.

### **2.1 GREETINGS**

When students meet people, whether they are peers, leaders, teachers, staff, or even strangers, it is important to greet them with warmth and respect. When addressing others, students should use appropriate titles and names, acknowledging their position or identity (eg: Mr, Mrs, Ms, Dr, Pastor, etc). When you are greeted by someone who is in a leadership position such as “Good morning (your name).” Respond by saying “Good morning” or even better, include their title and surname in your greeting. Making eye contact while greeting conveys sincerity and attentiveness, showing that one is fully present in the interaction. A genuine smile can go a long way in making others feel welcome and valued. It is essential not to ignore someone when they see a familiar face; instead, students should acknowledge their presence with a friendly nod, smile, wave, or verbal greeting. Taking the time to engage in a brief conversation or asking how someone is doing further demonstrates care and consideration. In recognising the presence of others and making them feel valued, students foster a sense of belonging and create a positive atmosphere of connection and respect within their community.

### **2.2 SHAKING HANDS**

When students engage in a handshake, it should be firm and confident, reflecting their self-assurance and respect for the other person. They should extend their right hand with purpose, making sure to grasp the other person's right hand firmly but not overly tight. Maintaining eye contact throughout the handshake signifies attentiveness and genuine interest in the interaction. A warm smile can accompany the handshake, expressing friendliness and openness. By combining a firm handshake, direct eye contact, and a genuine smile, students convey confidence and respect, leaving a positive

impression on others. This simple gesture of connection exemplifies their ability to engage respectfully and professionally with individuals in various settings, contributing to their personal growth and establishing meaningful relationships.

## **2.3 SMILING**

To smile freely and genuinely, students can follow a few practical tips that will help leave a positive impression on others while maintaining an attractive and professional demeanour. Firstly, practise good oral hygiene by regularly brushing and flossing teeth, ensuring fresh breath and a clean smile. Secondly, take care of lips by keeping them moisturised and avoiding chapped or dry appearance. When smiling, aim for a natural and relaxed expression, avoiding forced or exaggerated grins. A genuine smile comes from within, so think of something pleasant or amusing to evoke an authentic and warm smile. Remember to maintain eye contact while smiling to create a genuine connection with others. Lastly, it is essential to be mindful of the context and situation, adapting the intensity of the smile accordingly.

## **2.4 POSING FOR THE CAMERA WHEN RECEIVING AWARDS**

When posing for the camera in full school uniform while receiving awards on stage and shaking hands with a teacher, board member, or someone significant, students can follow these tips to appear presentable, respectable, professional, and represent their school well. Firstly, stand tall and confidently, with shoulders back and chin slightly lifted. Maintain a relaxed yet attentive posture, exuding confidence and poise. Ensure that the uniform is properly worn, neatly pressed, and well-fitted. Pay attention to details such as straightened tie, properly buttoned blazer, and polished shoes. Walk confidently at a moderate pace towards the stage. When shaking hands, execute a firm and professional handshake while maintaining eye contact and wearing a genuine smile. Look at the camera and move your body to face the camera as it captures the moment. Students should smile to radiate a sense of pride and accomplishment, showcasing gratitude and humility.

## **2.5 MANNERS IN CONVERSATION**

When engaging in conversations, students can exercise good manners to foster positive interactions with peers, individuals in authority, older people, and strangers. Firstly, active listening is crucial. Students should give their full attention to the other person, maintaining eye contact and avoiding interruptions. It is important to be respectful in their language and tone, using appropriate greetings

and addressing individuals with courtesy and proper titles. Students should be mindful of their body language, conveying interest and openness through attentive posture and facial expressions. Showing empathy and understanding even in disagreement, promotes a harmonious exchange of ideas. Students should express gratitude and appreciation for others' contributions and gestures of kindness.

When engaging in conversations with someone you just met or a person you do not know well, ask open-ended questions to encourage meaningful dialogue and show a desire to learn more about them. Maintain good eye contact and attentive body language, conveying respect and engagement. Use polite language and appropriate titles, addressing the person respectfully. Avoid interrupting and allow them to express themselves fully. Practice empathy and understanding, showing respect for their opinions and experiences. Be mindful of personal space and cultural norms, maintaining a comfortable and respectful distance. Finally, express gratitude for their time and contributions to the conversation.

## **2.6 DEVELOPING GOOD LISTENING SKILLS**

Developing good listening skills is essential for students to enhance their understanding, communication, and interpersonal relationships. Here are practical tips to foster effective listening:

- **Focus and eliminate distractions:** Make a conscious effort to eliminate distractions and give your full attention to the speaker. Put away electronic devices, maintain eye contact, and actively listen without interruptions.
- **Be present and engaged:** Show genuine interest in the speaker's words and non-verbal cues. Engage by nodding, providing verbal affirmations, and asking relevant questions to demonstrate your attentiveness and understanding.
- **Avoid over-talking:** When someone else is talking (whether a teacher, instructor, or any other individual) do not over-talk them or have separate conversations with others. This is distracting and disrespectful. We show honour by looking and listening attentively to the one speaking.
- **Avoid interrupting:** Allow the speaker to express their thoughts fully before interjecting. Interrupting can disrupt the flow of conversation and hinder comprehension.
- **Practise active listening:** Listen not just to the words being spoken, but also to the speaker's tone, body language, and underlying emotions. This will provide a more comprehensive understanding of the message being conveyed.
- **Show empathy and understanding:** Put yourself in the speaker's shoes and try to understand their perspective. Be empathetic and respond with sensitivity, acknowledging their emotions and validating their experiences.



- Practice reflection and paraphrasing: Summarise and repeat key points to ensure understanding and clarify any potential misunderstandings. Reflecting on what was said shows that you value and respect the speaker's message.
- Practice focusing the conversation on others. Ask questions about the other person and don't always bring the conversation back to yourself.
- Seek clarification: If something is unclear, don't hesitate to ask for clarification. It shows your commitment to truly grasping the speaker's intentions and promotes effective communication.

## **2.7 WALKING**

To walk properly and gracefully, students can follow practical tips that will help them express confidence and respect for others. Firstly, imagine a string attached to the top of their head, gently pulling them upward. This visualisation promotes good posture, keeping the back straight and the shoulders relaxed. Avoid slouching or hunching, as it conveys a lack of confidence. Instead, stride with purpose and energy, taking smooth and deliberate steps. Lift the feet off the ground slightly, avoiding dragging or shuffling, which can make one appear disinterested or careless. Keep the gaze forward, looking ahead rather than at the ground, signalling attentiveness and engagement. Finally, walk at a moderate pace, neither too fast nor too slow, reflecting a sense of purpose and consideration for others. By incorporating these tips into their walking style, students can exude confidence, respect, and a positive presence in their daily interactions.

## **2.8 STANDING**

To stand attractively and professionally while exuding confidence and respect, students can follow practical tips that enhance their presence. Firstly, maintain good posture by standing tall with the shoulders back and the chest slightly lifted. This stance not only conveys confidence but also promotes a positive physical presence. Avoid fidgeting or shifting weight from one foot to another, as it can diminish the impression of composure. Keep the feet shoulder-width apart, providing a stable and grounded base. Be mindful of personal space and avoid invading others' boundaries.

## **2.9 SITTING**

Sitting respectfully and gracefully is essential for students in various settings, such as classrooms, meetings, assemblies, and formal functions. Here are some practical tips to help them maintain a respectful and poised posture. Firstly, sit up straight with your back against the chair, avoiding slouching or leaning excessively. Keep both feet on the floor or crossed at the ankles, maintaining a grounded and composed position. Avoid fidgeting or excessive movement, as it can be distracting to others. Engage in active listening by focusing on the speaker, nodding occasionally, and maintaining eye contact to show attentiveness. In situations such as weddings or formal gatherings, follow proper table etiquette by sitting

upright, using utensils correctly, and refraining from reaching over others. Ask another person to pass something on to you. Be mindful of personal space, respecting the boundaries of those around you.

## **2.10 RESPONDING TO PRAISE**

When receiving praise, students can respond confidently while expressing gratitude, graciousness, and humility. Firstly, they should acknowledge the praise with a genuine smile and make eye contact with the person offering the kind words. Respond by saying a sincere and heartfelt "thank you" to show appreciation for the recognition. Students should avoid downplaying or dismissing the praise, as it diminishes the value of the compliment. Instead, they can express humility by acknowledging the efforts of others who have contributed to their success or achievements. For instance, they can mention the guidance of teachers, the support of family and friends, or the collaborative efforts of peers. Being gracious means accepting compliments gracefully without becoming boastful or arrogant. Students should maintain a humble demeanour, expressing that they feel privileged to have received the recognition.

## **2.11 RESPONDING TO DISCIPLINE**

When faced with discipline from a teacher, staff member, parent, or someone in authority, students can respond with grace, humility, and respect. It is essential to refrain from talking back or being defensive. Instead, maintain composure and listen attentively to the disciplinary feedback or instructions given. Avoid debating or arguing, as it can escalate the situation and hinder resolution. Show respect by responding with a calm and respectful tone, acknowledging their authority and expertise. Even if the discipline feels like a misunderstanding, misjudgment, or unfair treatment, resist the urge to display a sour face or a bad attitude. Instead, accept the discipline with a big heart, recognising that it provides an opportunity for growth and learning. Find an appropriate time to explain your side of the story, choosing a moment when both parties are calm and receptive. When doing so, express your perspective respectfully, providing clarity and understanding while being open to further discussion or clarification.

## **2.12 SHOWING APPRECIATION**

Showing appreciation to teachers, staff, school leaders, parents, and others who have assisted students is a wonderful way to express gratitude. Here are practical tips to demonstrate appreciation effectively. Firstly, offer sincere and specific words of thanks, expressing how their support or guidance has positively impacted you. A handwritten note or a personalised message can make the gesture more meaningful. Take the time to listen actively and attentively when they speak, valuing their time and input. Participate actively in class or school activities, demonstrating that their efforts are valued and recognised. Engage in acts of kindness, such as offering to help, volunteering, or showing respect and consideration towards them. Remember to celebrate their achievements or milestones, acknowledging their dedication and hard work.

Lastly, be respectful and courteous in all interactions, showing that their presence and assistance are genuinely appreciated.

### **2.13 PRACTISING INCLUSION**

Practising inclusion is crucial to creating a welcoming and supportive environment for all students, especially those who may feel left out, alone, have few friends, or face challenges such as disabilities or language barriers. Here are practical tips to promote inclusion. Firstly, approach new students with warmth and kindness, introducing yourself and inviting them to join in activities or conversations. Extend genuine friendship by showing interest in their background, hobbies, or experiences. Be patient and understanding, accommodating their needs and offering support when necessary. Include them in group discussions or projects, valuing their contributions and perspectives. Foster a culture of empathy and acceptance, educating others about diversity and encouraging respect for different abilities and backgrounds. Break down communication barriers by being patient and finding alternative ways to communicate effectively, such as using visual aids or employing translation tools. Lastly, promote a sense of belonging by organising inclusive events or initiatives that bring students together and celebrate their unique qualities.

### **2.14 RESPECTFUL REBUKE**

When addressing wrong or inappropriate behaviour within the school community, it is important to approach the situation with respect and clarity. Firstly, choose an appropriate setting to address the issue, in some cases privately, ensuring that both parties feel comfortable and safe. Use a calm and composed tone, avoiding harsh or confrontational language. Clearly state the specific behaviour or action that was concerning and explain why it was not acceptable. Focus on the behaviour rather than attacking the person, maintaining a constructive approach. Listen actively to the other person's perspective, allowing them to explain their actions or share their thoughts. Encourage open dialogue and problem-solving, seeking a resolution that promotes growth and understanding. Remember to be respectful and fair, treating others as you would like to be treated.

### **2.15 BEING KIND AND HELPFUL**

Being kind and helpful towards fellow students, teachers, staff, school leaders, parents, and strangers is a valuable trait that fosters a positive and inclusive school community. Practice empathy by putting yourself in others' shoes, considering their feelings and experiences. Be attentive and offer support when someone needs assistance or guidance. Show respect by using polite language, addressing others by their preferred titles, and actively listening to their thoughts and concerns. Small acts of kindness, such as holding doors, offering to help carry items, or providing a kind word, can make a significant difference. Be inclusive by inviting others to join activities or conversations, ensuring that no one feels left out. Practice gratitude by

expressing appreciation for others' contributions and acts of kindness. Extend kindness beyond the school community by being courteous and helpful to strangers encountered in daily life.



## **3. PROPER ATTIRE AND GROOMING**

### **3.1 MALE STUDENTS**

Maintaining good hygiene and presenting oneself well is important for male students. Here are some practical tips to consider. Firstly, prioritise personal hygiene by showering regularly and using appropriate skincare products to keep the skin clean and healthy. Brush teeth thoroughly at least twice a day and consider using mouthwash for fresh breath. Keep nails trimmed and clean, and pay attention to grooming facial hair if applicable. Choose clothing that is clean, well-fitted, and appropriate for the occasion. Regularly wash, dry clean if necessary and iron clothes to ensure a neat and polished appearance. Pay attention to grooming hair by keeping it clean, well-styled, and trimmed. Experiment with hairstyles that suit individual preferences, complying to school policy and maintain them with regular haircuts. Practise good posture and body language, as it contributes to an overall confident and well-presented appearance. Lastly, wear deodorant or antiperspirant to ensure freshness throughout the day.

### **3.2 FEMALE STUDENTS**

For female students, maintaining good hygiene, choosing appropriate clothing, and taking care of hair can contribute to a polished and confident appearance. Here are some practical tips to consider. Firstly, prioritise personal hygiene by showering regularly and using suitable skincare products to keep the skin clean and healthy. Cleanse, moisturise, and protect the skin with sunscreen. Brush teeth thoroughly at least twice a day and consider using mouthwash for fresh breath. Keep nails clean and trimmed. Choose clothing that is clean, comfortable, and suits the occasion. Consider the school's dress code and opt for modest and tasteful outfits. Maintain good posture and body language to convey confidence and poise. For hair care, keep it clean, long hair tied back and away from the face. Embrace natural beauty and feel comfortable without relying on any makeup during school hours. Remember, self-confidence shines through when one feels comfortable and authentic.

## **4. CONDUCT INSIDE THE SCHOOL**

Students are expected to demonstrate respect and responsibility towards classroom materials, such as textbooks, desks, and technology, refraining from any actions that could damage school property. It is important to arrive on time, or even better, arrive early and come prepared for school day. When using technology, students should follow school policies and guidelines, utilising digital resources responsibly and solely for educational purposes. Adhering to internet safety protocols, respecting online privacy, and ensuring appropriate content selection. It is essential to understand and uphold concepts such as cybersecurity, copyright laws, and the importance of relying on reliable sources for information. Bullying, harassment, or exclusionary actions are strictly prohibited. Instead, students are encouraged to build positive relationships, resolve conflicts peacefully, and support one another.

### **4.1 COMMON AREAS**

In common areas such as corridors, foyer, auditorium, and car park, students are expected to behave in a responsible and considerate manner. Running is generally prohibited to prevent accidents, so students should walk calmly and be mindful of others around them. When using stairs, it is important to move slowly and carefully, ensuring safety and avoiding collisions. In case of emergencies or urgent situations, students should politely ask those around them to make way, being cautious not to cause harm to anyone in the process. Keeping noise levels at an appropriate volume is essential to maintain a respectful environment. Shouting or being excessively loud is discouraged unless there is an immediate danger or the need to alert others of an emergency. Students should prioritise the safety and well-being of themselves and those around them, fostering a harmonious atmosphere in common areas.

### **4.2 CLASSROOMS**

In the classroom, students are expected to adhere to certain behavioural standards. When moving in and out of classrooms, they should do so quietly and at a steady pace to minimise disruptions. Upon entering the classroom, students are to stand behind their desks silently and wait for instructions. Students should prepare their materials and settle in a respectful and calm manner, ready to engage with the lesson. Active participation in learning is encouraged, and students should demonstrate their eagerness by raising their hand and patiently waiting to be called upon. Group work and discussions should be approached with enthusiasm and cooperation. Students are encouraged to be inquisitive and ask thoughtful questions to deepen their understanding. When the teacher seeks their attention, students should immediately become silent and direct their focus to the teacher. If there is a need to leave the classroom, permission should be requested from the teacher. Mutual respect among students

is essential, with a focus on kindness and helpfulness towards one another. When facing rebuke or discipline from a teacher, students should accept it with grace, refraining from arguing or becoming defensive. It is important to avoid displaying a negative attitude or a sour expression. Being quick to apologise, even if one believes they are not entirely at fault, is a sign of maturity. After allowing time for emotions to cool down, students can find an appropriate moment to calmly explain their side of the story. Ultimately, students are encouraged to foster a peaceful classroom environment and uphold these behavioural expectations.

### **4.3 PLAYGROUNDS**

In the playground, students are expected to behave responsibly and considerately. Running is generally discouraged to prevent accidents, so students should move at a safe and controlled pace. They should be mindful of others around them and take care not to cause harm or injury. Keeping noise levels at an appropriate volume is important to maintain a respectful and peaceful environment. Screaming or excessively loud behaviour is discouraged, unless there is an immediate need to alert others to a potential danger. Students are expected to keep the playground clean by cleaning up after themselves and disposing of any rubbish they see in the designated bins. By adhering to these expectations, students can create a safe, pleasant, and inclusive playground environment for everyone to enjoy.

### **4.4 TOILETS**

In the toilets, students are expected to behave in a respectful and responsible manner. Loitering or lingering unnecessarily is discouraged to ensure that others have adequate access to the facilities. Students should clean up any mess they make, such as mess on the toilet seats and cubicle floor, spilled water or paper towels, to maintain cleanliness and respect for those who will use the space afterward. If any incidents or negative behaviours occur in the toilets, students should promptly report them to a teacher or staff member to address the situation appropriately. By adhering to these expectations, students contribute to a hygienic and comfortable environment for everyone using the toilets.

### **4.5 SCRIPTURE**

In our gatherings for Scripture, it is important to adhere to certain guidelines. Students should promptly and quietly assume their designated positions. Engaging in minimal conversations ensures an atmosphere of reverence to God. Whether sitting or standing, students should face the front

attentively, awaiting instructions. Listening carefully to teachings and instructions demonstrates respect and a readiness to learn. Active and appropriate responses to speakers foster an interactive and engaging environment. During games and physical activities, students should exhibit gentleness and consideration for others. When singing worship songs, it is encouraged to do so with passion and respect, focusing on God without distractions. Raising arms and hands in worship can be a personal expression of devotion. When someone is praying, affirming "yes" and "amen" signifies agreement. For older students, taking notes in a journal helps to remember what is being taught and is also a way of showing value and respect for God and His Word. It is considered dishonourable to distract others, and gentle reminders should be given to those behaving inappropriately. If such behaviour persists, it should be reported to a teacher or staff member. Remaining focused and not allowing oneself to be distracted by others is essential in maintaining an atmosphere of respect and reverence.

#### **4.6 SPORTS AND PHYSICAL EDUCATION**

When engaging in sports or physical activities, students are expected to exhibit qualities of good sportsmanship, fairness, and respect towards opponents, teammates, and officials. Cheating, unsportsmanlike conduct, or disrespectful behaviour have no place in these activities and should not be tolerated. It is crucial to foster an environment of integrity, where students compete with honesty, display respect for others, and adhere to the rules and spirit of the game.

#### **4.7 ASSEMBLIES, PRESENTATION NIGHTS AND SPECIAL EVENTS**

When attending school events and gatherings, students are expected to bring enthusiasm and a positive attitude. Actively engaging in activities, listening attentively to speakers, and offering courteous applause for performances are important aspects of participation. It is crucial to adhere to event guidelines and follow instructions provided. When guest speakers, performers, or parents visit the school, students should display respect and gratitude by actively listening, posing thoughtful questions, and expressing appreciation for their valuable contributions. Distracting behaviours, such as interrupting others, using inappropriate language, or engaging in disrespectful gestures, should be avoided at all times. By adhering to these guidelines, students contribute to a respectful and enjoyable atmosphere during school events and demonstrate their commitment to creating a positive and inclusive community.



## **5. CONDUCT OUTSIDE THE SCHOOL**

Students are not only expected to represent the school well within its premises but also outside, whether they are wearing the school uniform or not. They are encouraged to be model citizens, embodying the school's culture of honour and respect regardless of their location. This means demonstrating integrity, kindness, and good judgement in their interactions with others, regardless of whether they are among friends, strangers, or in the wider community. Students should uphold the values instilled by the school, exhibiting responsible behaviour and making choices that positively reflect their character and the reputation of the institution. By consistently embodying these principles, students become ambassadors of their school, leaving a positive and lasting impression wherever they go.

### **5.1 PUBLIC TRANSPORT**

When students are using public transport, especially while wearing their school uniform, they are expected to conduct themselves in a respectful and considerate manner. They should queue up in an orderly fashion, displaying patience and avoiding pushing or rushing onto the vehicle. Being polite and courteous to fellow passengers, as well as to the transport staff, is essential. Students should refrain from being unnecessarily loud or causing disturbances that may disrupt the comfort of others. It is encouraged for students to be aware of their surroundings and offer their seats to individuals who may need them, such as older adults, pregnant women, or individuals with disabilities. Showing gratitude by saying thank you to the driver and appreciating the efforts of the transport staff helps create a positive atmosphere. Additionally, students can offer assistance to those in need, whether it is helping to carry heavy items or assisting the elderly or individuals with prams. By embodying these behaviours, students demonstrate respect, empathy, and a sense of responsibility while using public transport.

### **5.2 PUBLIC PLACES**

As representatives of Kingdom Culture Christian School, students are expected to uphold the reputation and values of the school even in public places. Respect for others, kindness, and responsible behaviour should be demonstrated at all times. When interacting with members of the public, students should exhibit good manners and respect by holding doors, using polite language, employing appropriate greetings, and expressing gratitude with phrases like "please" and "thank you." Consideration for others' needs, such as giving way for others to go first, further contributes to a positive representation of the school community. Moreover, students are encouraged to demonstrate compassion, empathy, and a commitment to making a positive difference in the lives of others. By

embodying these values and behaviours in public spaces, students exemplify the spirit of Kingdom Culture Christian School and leave a lasting impression on others around them.

### **5.3 AT HOME**

At home, students are expected to represent the school well by demonstrating positive behaviours and attitudes. This includes being helpful to parents and siblings, lending a hand with household tasks, and showing respect and courtesy towards family members. Making the bed each morning and assisting with mealtime setup and cleanup are simple yet meaningful contributions. Students are also encouraged to engage in conversations and activities with their family, striking a balance between their device usage and personal interactions. Expressing gratitude and appreciation towards parents by saying thank you and offering compliments, such as appreciating a delicious meal, fosters a harmonious home environment. Taking responsibility for personal chores like keeping their room clean and completing homework on time further showcases discipline and accountability. Seeking permission and informing parents about plans with friends, including sharing whereabouts, demonstrates respect and responsible behaviour. Additionally, adhering to a consistent sleep schedule promotes overall well-being and allows for a productive day ahead. When interacting online, communicate respectfully and considerately, treating others as they would in face-to-face interactions. Be aware of the impact of cyberbullying, harassment, or engaging in disrespectful behaviour on social media or other online platforms and actively prevent and report to your parents or teachers any instances you or your peers may encounter. Support and protect your peers, fostering a safe online environment for everyone.

## 6. REWARDS AND DISCIPLINE (MERITS AND DEMERITS)

To develop a culture of honour, it is important for good habits to be reinforced through repetition and practice, supported by a system of reward and discipline. At Kingdom Culture Christian School (KCCS), we embrace a system of merits and demerits, that can be issued by teachers and other school staff, to encourage positive behaviour and discourage negative actions. Rewards are given to recognise and reinforce good actions, decisions, and responses, fostering a sense of achievement and motivation. Conversely, demerits are not meant to punish or discourage students, but rather to encourage personal growth and character development. Every student must be prepared to receive a demerit at some point and undergo a disciplinary process. It should be seen as an opportunity for training and growth, enabling each student to strive towards becoming the best version of themselves. This system emphasises personal responsibility, accountability, and the development of honourable character traits. By embracing this approach, KCCS seeks to create a supportive environment where students are empowered to cultivate positive habits and make choices that reflect integrity, respect, and personal excellence.

### 6.1 MERITS (REWARDS)

Primary:	10 Dojos = 2 Points (1 Merit)	5 Merits = 1 White Certificate
High School:	1 Merit = 1 Point	10 Merits = 1 White Certificate

3 White Certificates = 1 Gold Certificate

3 Gold Certificates = 1 Silver Pin

3 Silver Pins = 1 Gold Pin

3 Gold Pins = 1 Black and Gold Pin

**Actions that may attract 1 Merit point** include and not limited to: timely completion of schoolwork, active participation in class, helping classmates with schoolwork, following classroom rules, showing respect to teachers and peers, being punctual and attending classes on time, contributing to group projects, volunteering for school activities, good sportsmanship in physical education, and maintaining a clean workspace.

**Actions that may attract 2 Merit points** include and not limited to: outstanding academic performance, providing leadership in activities, successful community service projects, notable achievements in competitions, assisting teachers or staff, exemplary representation of the school, exceptional creativity or innovation, consistent outstanding effort, mentoring or tutoring peers, and significant contributions to school culture.

## 6.2 DEMERITS (DISCIPLINE)

3 Minor Offences = 1 Demerit

5 Demerits = Coordinator's Detention at lunch time

10 Demerits = Coordinator's Detention after school

15 Demerits = Principal's Detention after school for one hour

20 Demerits = Meeting with parents and may result in suspension

**Minor offences** include and not limited to: littering, bad sportsmanship, inappropriate wearing of uniform, taking uniform items from others, continued class interruptions, excluding others from games for no apparent reason, continued talking at inappropriate time, playing games on devices, and physical contact.

**Major offences** will result in an immediate Demerit. Major offences include and not limited to: repeated minor incidences (as recorded per classroom management plan or through consistent referrals), bullying – verbal/physical, deliberate disobedience, repeatedly uncooperative in class or sport or in playground, stealing, swearing, wilful damage with minimum repair, lying, deliberately hurting another student, using inappropriate language, physical aggression that involves harming others physically (kicking, pushing, punching, wrestling, strangling), and slander.

**Serious offences** will result in an immediate suspension issued by the Principal. Serious offences include and not limited to: a second major incident has occurred, truancy, behaviour resulting in serious damage to property, and behaviour resulting in injury to another person that requires outside medical help.

## 7. CONCLUSION

By following the guidelines outlined in this manual, students can actively contribute to cultivating and maintaining a Culture of Honour at Kingdom Culture Christian School. This fosters an atmosphere of respect, integrity, and inclusivity, allowing for personal growth, academic success, and positive relationships. Students should recognise that their actions and conduct have a profound impact on their own lives, the lives of others, and the overall school environment. Embracing a Culture of Honour empowers students to become responsible, ethical, and compassionate individuals. By consistently demonstrating manners, conduct, and etiquette aligned with the values of Kingdom Culture Christian School, students can collectively create an environment where each person feels valued, respected, and empowered to grow spiritually, academically, and socially.





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